Number of Students in the Country

*†82. SHRI SARADA MOHANTY:
SHRI SUBRAMANIAN SWAMY :

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) what is the percentage of students in Primary, Secondary and Higher Secondary Schools and in Colleges to the total population in the country during the current year and the last three years; and

(b) what is the number of girl students and their percentages in the four above-mentioned categories?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b) A Statement is laid on the table of the House.

Statement

(a) The latest percentage figures relate to the year 1992-93. A statement indicating percentage of students in Primary, Secondary and Higher Secondary Schools and in Colleges to the total population in the country is given below :—

Stages of Education	Percentage of Students to Total Estimated Population			
	1989-90	1990-91	1991-92	1992-93
1. Primary	11.95	11.94	12.00	12.28
2. Secondary	1.69	1.75	1.78	1.82
3. Higher Secondary	0.76	0.76	0.73	0.78
4. Colleges	0.50	0.49	0.51	0.51

(b) The number of girl, students and their percentage together total female Population in the four categories mentioned in Part (a) of the Question are given below ;—

Figures in thousand

Stage	Enrolment of Girls and their percentage to Total Estimated Female Population							
	1989-90		1990-91		1991-92		1992-93	
	Enrolment	Percentage	Enrolment	Percentage	Enrolment	Percentage	Enrolment	Percentage
1. Primary	39587	10.10	41024	10.27	42359	10.41	44935	10.84
2. Secondary	4487	1.15	4862	1.22	5050	1.24	5465	1.32
3. Higher Secondary	1961	0.50	2032	0.51	1994	0.49	2104	0.51
4. Colleges	1327	0.34	1360	0.34	1411	0.35	1444	0.35

*The Question was actully asked on the floor of the House by Shri Sarada Mohanty.

SHRI SARADA MOHANTY : Mr.Chairman, Sir, from the statement it is seen that the percentage increases are low. I want to know from the Government what positive action they are going to take, what their future action will be, to increase the percentages, when our aim to increase the literacy levels our country.

SHRI ARJUN SINGH : Sir, I would like to bring to the notice of the hon. House that the percentages mentioned, asked for, are in relation to the total population of the country and therefore, the percentages that have come out are on the increase, but as the hon. Member pointed out, they are increasing very slowly. The real position could be found out if we were to look at the target group of the school-going children. If that figure is taken into account—since it was not asked for it was not given in the answer—it will be seen that there has been quite a significant progress in the percentage of enrolment. I think the steps that are being taken have been fairly identified in the programme of actions submitted to this House last year and I am sure, we will be able to make significant progress in these efforts.

SHRI SARADA MOHANTY: Sir, my second supplementary is : What action is the Government going to take to educate the tribal and Harijan people in the tribal areas ? What is their programme to educate the rural people and increase the female literacy?

SHRI ARJUN SINGH : Sir, there is a specific chapter in the new Education Policy and also on the Programme of Action enunciated upon it for education in tribal areas. I can only give a few of the points which are there. They are very elaborately dealt with. One is the opening of many, many more *Ashram* schools which enables the tribal children to reside in the school and get over the inhibitions and also some of the handicaps from which they suffer in the effort to educate themselves. Then there are free meals to them, free uniform, free books and in the Navodaya schools, there is reservation for them according to the percentage of population in that respective district. These are some of the ways by which education for tribal and weaker sections is being attempted.

SHRI SUBRAMANIAN SWAMY: Sir, the Minister just said in answer to the earlier supplementary that there has been a significant rise in the percentage of enrolment. Actually, Sir, if you look at the enrolment of girls, the percentage has hardly changed. For college, in fact, it was 0·34 per cent in 1989-90 and in 1992-93, it was 3·35 per cent and if at this rate it increases, it will take 987 years before the ratio goes anywhere near 50 percent. Now, I draw the attention of the Minister to his own commitment to this Parliament in the form of Porgramme of Action--1992 based on the National Policy of Education 1986. Sir I cannot read out the whole book because of lack of time. But on page 2 the implementation strategy is spelt out in which a large number of things are given on how women's education will be accelerated. I would like to know from the Minister whether any concrete steps he can report to Parliament by which anything has been done in the last two years for accelerating women's education so that it does not crawl at this ridiculous pace of 0.1 per cent in four years.

SHRI ARJUN SINGH: Sir, I would be only too happy to share with the hon. House the actions that have been taken in the sphere of women's education. But as I pointed out to the hon. Member who asked the first supplementary, it would be perhaps more pertinent and more precise if we would look at the percentages not vis-a-vis the total population of this

country but according to the population which is the target group. So, for primary education, it is 6 to 11 years. Now, if I may be permitted to read out what has been the position in this respect, with the indulgence of the House, enrolment between 6 and 11 years has been the net enrolment ratio—after adjustment of certain drop-outs, nearly 95 per cent. Both gross and net ratios for boys and girls show a steady increase after independence. I will just give a figure, Sir. In 1950-51, the girls enrolment was 28.1 per cent in the target group. In 1992-93, the same has gone up to 42·2 per cent. Then in the middle education, a similar situaiton is there—16·1 per cent in 1950-51 and 38·8 per cent in 1992-93. In the higher education, 10 per cent in 1950-51 and 33 per cent in 1992-93. A similar reflection is there in the female literacy percentage. In 1950-51, it was 8·86 per cent and in 1991-92, it was 39·42 per cent. I must say very clearly that this is not something with which we are satisfied. But it is not right to suggest that percentages are going at a very slow pace. Yes, the pace has to be accelerated and I am sure the steps taken by the Government in that regard will show results.

SHRI SUBRAMANIAN SWAMY : Sir, this is not what I asked. I said, the steps highlighted in what is presented to Parliament; whether there are any concrete steps the Minister would like to report to the House, having been taken. And as far as the slow crawling figures is concerned, it is seen from the same report here itself, that a general stereotype exists and the figures are pushed up very slowly, and, therefore, the following implementation strategy is being worked out, a large number of points are given. Is there any particular achievement that has been made in the last two years ? This is what I wanted to ask, Sir, and not the statistics and its recycling.

SHRI ARJUN SINGH : Sir, I don't want to recycle anything. The statistics given should be taken in the context they are given. If the context is total population to the percentage of students, this is the figure that comes out. If it is taken in respect of the target group, i.e. the primary, secondary and higher education group, this is the figure that has emerged. I have only stated the facts. So far as the action taken on the P.O. is concerned, as I said, I will be very ready to share it with the House. I will give a report to the House.

SHRI RAM JETHMALANI: Sir, the hon. Minister is a very distinguished intellectual of this country. I hope, sometime or the other, he has applied his mind to what kind of education these young minds should be exposed to so that we should have the kind of secular society which the Constitution contemplates. And in that connection I want to know whether the hon. Minister has ever applied his mind to formulating his concept of secularism, as uderstood by the Constitution and by his party; and whether anything is being done to impart that kind of education which will ultimately train these young minds in that direction. And in particular, I would like to know whether you have studied the impact of religion on morality and the role of religion and morality together in education and what studies you have undertaken in that direction before embarking upon the legislation which is now coming before us in a few days.

SHRI ARJUN SINGH : Sir, Let me at the outset disabuse the mind of the hon. Member that I have any claim to special intellectual prowess. ...*(Interruptions)*... The questions that he has posed are very, very basic, not only to the educational sector in the country but, I think, to the entire ethos which has to govern this country, if we want to go on the lines laid down by the fathers of our movement, the Constitution-makers, and for that it is not only essential that I should understand what it means

it is essential that everyone who would like to commit himself or herself to those principles has to reflect upon them in totality. I am not going to go into the religious content of education, the secular content of education. I may tell the hon. Member that whatever is being attempted is within the parameters set by the Constitution. I know there have been distortions, and sometimes very sgignificant distortions. We have tried to correct those distortions, and I can assure the House, Sir, that under no circumstances will we be able to accommodate such concepts, such theories, such thoughts and such line of action which go counter to the secular credential which the Constitution has given.

SHRI SIKANDER BAKHT : Sir, Mr. Jethmalani's question had two parts. One was the secular part and the other was the morality part. The hon. Minister has not said anything about the morality part.

SHRI ARJUN SINGH : Sir, morality that arises out of religion was the basis of the hon. Member's question. Now I said I don't want to go into that aspect, but if the hon. Leader of the Opposition here is curious about it, I would like to state that also. I feel that religion is not an entity to be played with. All religions teach one to order oneself according to certain basic perceptions and practices which make us responsible citizens of a society and responsible citizens of a country. That should be the thing that we derive from every religion. I think the hon. Member will agree with me that every religion is the same on these points. If somebody wants to hijack the religious content of one's conduct and use it as a political ploy I don't think that this country will allow it. (*Interruptions*)...

MR. CHAIRMAN : Shri Mohammed Afzal. (*Interruptions*)... Please sit down. (*Interruptions*)...

SHRI INDER KUMAR GUJRAL : Sir, the main point is... (*Interruptions*)...

SHRI SANGH PRIYA GAUTAM : I don't agree with the hon. Minister.

MR. CHAIRMAN : You don't agree. But please sit down. (*Interruptions*)...

SHRI M.A. BABY : Sir, we are going far beyond the scope of the question. Though I enjoy the discussion, a very illuminating discussion, we are far exceeding the scope of the question. (*Interruptions*)...

MR. CHAIRMAN : Mr. Mohammed Afzal. I think we should not get into a moral and philosophical discussion during Question Hour.

SHRI INDER KUMAR GUJRAL : I would like the hon. Minister to clarify the moral part also because deliberately an impression has been built up in the country as if secularism is devoid of morality. 'Morality' in the right sense of the word is part of secular outlook. I would like the hon. Minister to clarify that also.

SHRI ARJUN SINGH : I don't have to clarify that. I would only like to agree with the hon. Members. I wish we could make them also to agree to it. (*Interruptions*)...

MR. CHAIRMAN : Shri Mohammed Afzal.

श्री मोहम्मद अफजल उर्फ मौम अफजल : सर, मैं आपके माध्यम से वजीरे मौसूफ से यह जानना चाहता हूं कि जो आपने प्राइमरी, सेकेन्ड्री, हायर सेकेन्ड्री और कालेजज़ की एजुकेशन का परसेंट दिया है उसमें शायद सवाल पूछने में भी कुछ गलती है, उसमें थोड़ी सी कमी रह गई है। मैं यह जानना चाहता हूं कि हमारे प्राइमरी स्कूलों के लिए जो परसेंटेज हैं बच्चों की वह कितनी है, सेकेन्ड्री के लिए कितनी ह, हायर सेकेन्ड्री के लिए कितनी है, कालेजज़ के लिए कितनी है। यानी बच्चे जो इस स्कूल्स में मुल्क की परसेंटेज

के हिसाब से होने चाहिए ताकि यह पता लग सके कि कितने परसेंटेज में से कितने परसेंटेज बच्चे पढ़ रहे हैं, कितने ड्राप आउट हैं या नहीं पढ़ रहे हैं या क्या काम कर रहे हैं? दूसरी बात मैं यह जानना चाहता हूं कि क्या मिनिस्ट्री ने कभी इस उमूर पर गौर किया है कि प्राइमरी स्कूल की एजूकेशन में, सेकेन्डरी और हायर सैकेन्डरी के अन्दर मानोरिटीज, शेड्यूल्ड कास्टस, शीड्यूल्ड ट्राइब्स और बैकवर्ड क्लासेज का परसेंटेज कितना है? क्या मुल्क की आम आबादी के मुकाबले में जो परसेंटेज एजूकेशन का जा रहा है, माइनोरिटीज का परसेंटेज उसमें कहीं ज्यादा है या कम है, बैकवर्ड क्लासेज का कहीं ज्यादा है या कम है, शेड्यूल्ड कास्ट और शेड्यूल्ड ट्राइब्ज के ज्यादा बच्चे पढ़ रहे हैं, क्या उनका परसेंटेज बढ़ रहा है या कम है? तीसरी बात मैं यह पूछना चाहता हूं कि यह बड़ा अहम सवाल है, क्या इस पर वजीरे मौसूफ पार्लियामेंट के अन्दर कोई दो-तीन घंटे की डिबेट करना पसंद करेंगे ताकि इस पर थौरोली डिसकशन हो सके?

†[شری محمد افضل عرف م- افضل]

سر - میں آپکے مادھیم سے وزیر موصوف سے یہ جاننا چاہتا ہوں کہ جو آپنے پرائمری سیکنڈری - ہائر سیکنڈری اور کالیجز کی ایجوکیشن کا پرسنٹیج دکھا ہے اسمیں شاید سوال پوچھنے میں ہی کچھ غلطی ہے - اسمیں تھوڑی سی کمی رہ گئی ہے - میں جاننا چاہتا ہوں د ہمارے پرائمری اسکولوں کھلئے جو پرسنٹیج ہے بچوں کی وہ کتنی ہے- سیکنڈری کھلئے کتنی ہے ہائر سیکنڈری کھلئے کتنی ہے پہلی بچے جو اس اسکولس میں ملک کی پرسنٹیج کے حساب سے ہونے چاہئے تاکہ یہ پتہ لگ سکے کہ کتنے پرسنٹیج میں سے کتنے پرسنٹیج بچے پڑھ رہے ہیں - کتنے ڈراپ آوٹ ہیں یا نہیں پڑھ رہے ہیں یا کام کر رہے ہیں دوسری بات میں یہ جاننا چاہتا ہوں کہ کیا منسٹری نے کبھی اس امور پر کبھی غور کیا ہے کہ پرائمری اسکول کی ایجوکیشن میں سیکنڈری اور ہائر سیکنڈری کے اندر مائناریٹیز - شڈولڈ کاسٹ شڈولڈ ٹرائبس اور بیکورڈ کلاسیز کا پرسنٹیج کتنا ہے کیا ملک کی عام آبادی کے مقابلے میں جو پرسنٹیج ایجوکیشن کا جا رہا ہے مائناریٹیز کا پرسنٹیج اسمیں کہیں زیادہ ہے یا کم ہے - بیکورڈ کلاسیز کا کہیں زیادہ ہے یا کم ہے - شڈولڈ کاسٹ اور شڈولڈ ٹرائبس کے زیادہ بچے پڑھ رہے ہیں اور کیا انکا پرسنٹیج بڑھ رہا ہے یا کم ہے - تیسری بات میں یہ پوچھنا چاہتا ہوں کہ یہ بڑا اہم سوال ہے کیا اس پر وزیر موصوف پارلیمنٹ کے اندر کوئی دو تین گھنٹے کی ڈیبیٹ کرنا پسند کرینگے تاکہ اسپر تھوراولی ڈسکشن ہو سکے -]

श्री अर्जुन सिंह : आदरणीय सभापति महोदय, मैं तो समझता हूं कि इस सदन में ऐसी कोई डिबेट हो उससे न केवल सम्मानित सदस्यों को अपने बहुमूल्य सुझाव देने का अवसर मिलेगा उससे कहीं ज्यादा हमें इन कार्यकलापों को संचालित करने का अवसर मिलेगा। मैं पूरी तरह से सहमत हूं यदि माननीय सभापति महोदय कोई डिबेट इस विषय पर इस संदर्भ में इस सदन में रखने की कृपा करेंगे।

MR. CHAIRMAN : Is the reply over ? He wanted some statistics, I don't know.

SHRI ARJUN SINGH : Sir, I have given the statistics for the total population. But if the statistics for a minority is called for, I will have to take some time to get it.

†[ ] Transliteration in Arabic Script

MR. CHAIRMAN : Shrimati Veena Verma.

SHRI MOHAMMED AFZAL : *alias* MEEM AFZAL : Sir, is it an assurance that he will send it to me ?

MR. CHAIRMAN : The Minister said that he would send.

श्रीमती वीणा वर्मा : महोदय, मैं माननीय मंत्री जी से पूछना चाहती हूं कि अनुच्छेद 45 के अनुसार यह आदेश दिया गया है कि बालकों/बालिकाओं की 14 वर्ष की आयु पूरी होने तक उन्हें निःशुल्क एवं अनिवार्य शिक्षा देने की व्यवस्था की जाय, लेकिन देखा जाय तो स्टेट गवर्नमेंट्स इस पर बहुत कम ध्यान देती हैं या शिक्षा का प्रचार और प्रसार जितनी तीव्र गति से बढ़ना चाहिए था उतना नहीं बढ़ पाया है तो क्या सरकार इस पर विचार करेगी कि क्या यह समय नहीं आ गया हैं कि निःशुल्क और अनिवार्य शिक्षा व्यवस्था को मूल अधिकारों से सम्मिलित किये जायें ,क्या जाने पर सरकार इस पर विचार करेगी ? दूसरा मैं यह पूछना चाहती हूं कि ऐसा बहुत बड़ा तबका दिल्ली में है। दिल्ली हमारे देश की राजधानी है। खासतौर से माइनारिटी तबका जो पुरानी दिल्ली में रहता है, बल्ली मारान, बारादरी, जामा-मस्जिद, पहाड़ी इमली, सुलेमान, हिन्दुराव वहां बड़ी तादाद में ऐसे बच्चे हैं, बालिकाय, जो बिल्कुल अनपढ़ हैं या जो कभी बिल्कुल स्कूल नहीं गयीं या उनके घर पर उन्हें उसतानियां पढ़ाने आती हैं। मुश्किल से पांच फीसदी बालिकाएं पढ़ती हैं और इन बालिकाओं ने कभी स्कूल का मुह नहीं देखा है। यह शिक्षा जो सिर्फ उर्दू, अरबी और फारसी या कुरान की शिक्षा देने तक सीमित रहती हैं तो उस तबके के लिए, खासतौर से मुस्लिम माइनारिटी की बालिकाओं के लिए क्या मंत्री जी कोई विशेष योजना है ताकि उनको शिक्षित करके देश के विकास में और समाज में उनका स्टेटस ऊंचा करने सें मदद मिले।

दूसरा सवाल मेरा है कि बड़ी संख्या में बाल मजदूर इस देश में अशिक्षित हैं। जब उनकी उम्र निकल जाती है तब हम उनको पढ़ाने की फिक्र करते हैं।

MR. CHAIRMAN : Please put your question.

श्रीमती वीणा वर्मा : सभापति महोदय, मैं बहुत छोटा प्रश्न पूछूंगी । तो क्या मंत्री महोदय इस पर विचार करेंगे कि बाल मजदूरों को जब उद्योगपति कारखानों में लगाते हैं तो उनके लिए यह कम्पलसरी कर दिया जाय कि वह उन बाल मजदूरों को पढ़ायें भी । इस पर सरकार क्या विचार करेगी और इसकी अनिवार्यता को लागू करने के लिए क्या संविधान संशोधन लायेगी ?

श्री अर्जुन सिंह : आदरणीय सभापति, जी, अनिवार्य शिक्षा पूरे तौर से अभी तक नहीं हुई है, इससें कोई दो मत नहीं हैं और अनिवार्य शिक्षा शतप्रतिशत हो यह लक्ष्य शासन ने इस शताब्दी के अंत तक पूरा करने के लिए रखा है। मेरा माननीय सदस्या से यह कहना है कि इस दिशा में जो कदम उठाये गये हैं वह तो आपको मालूम हैं। वैसे मैं एक-दो कदम बता भी सकता हूं । उदाहरण के लिए खासतौर से लड़कियों की शिक्षा के लिए प्रदेश स्तर पर कई कदम उठाये गये हैं। लड़कियों की शिक्षा 12वीं तक मुफ्त है, उनको कई स्कालरशिप दिये जा रहे हैं और आरपरेशन ब्लैक-बोर्ड में 50 प्रतिशत महिलाओं को शिक्षक के रूप में नियुक्त किया जा रहा है। जितने नान फार्मल एजेकूशन सेंटर हैं उनमें करीब 90 प्रतिशत योगदान आर्थिक रूप से दिया जा रहा है। नवोदय विद्यालयों की भर्ती में उनके लिए विशेष प्रावधान है और हायर एजूकेशन इनरालमेंट के परसेंटेज में काफी वृद्धि हुई है। जैसा मैंने कहा है यू०जी०सी० की कई स्कीमें हैं। 21 रिसर्च प्रोजेक्ट हैं, महिला शिक्षा के ऊपर और 21 यूनिवर्सिटीज और 11 कालेजेज में वीमैन स्टडी सेंटर खोले गये हैं। 40 पोजीशन पार्ट-टाइम रिसर्च एसोसियेट-शिप उनके लिए है। ये सब प्रावधान उनके लिए हैं ।

लेकिन जैसा कि मैंने कहा यह प्रावधान अपने उद्देश्यों की पूर्ति कर सकें इसके लिए हमें अलग से प्रयास करना है और वह प्रयास जारी है।

जहां तक उन बच्चों को पढ़ाने का सवाल है जो मजदूरी करते हैं, वैसे भी यह उचित नहीं है कि बच्चे मजदूरी करें। लेकिन जिन परिस्थितियों में यह स्थिति उत्पन्न हुई है, माननीय सदस्या का जो सुझाव है, उस पर जरूर विचार किया जायेगा।

SHRI TRILOKI NATH CHATURVEDI : Mr. Chairman, the Minister has given a very significant information. But if you look at the question of universalisation of primary education between the ages of 6 and 14, the target approach is not unfortunately satisfactory. Sir, there are two parts of my question. The first part of my question is, what are the schemes with the Ministry of Human Resource Development to stop the large drop-out of girls admitted and also what provisions have been made for the disabled and retarded children in the primary schools, since the policy of the Government, as announced, is to see that they go to regular schools in the country. Part 'b' of my question is that a number of committees have been appointed. First, we had the Sampooranand Committee, thereafter Shri Prakash Committee and thereafter a number of conferences of Education Ministers were held particularly at the time when the present Home Minister was the Minister for Education. About the question of values in education a lot of literature has been prepared by the Ministry and I think the present Minister for Urban Development is also aware of the literature in this regard. What is the follow-up action that is being taken in this matter ?

SHRI ARJUN SINGH : Sir, as regards the first part of the question, about the steps taken in the case of drop-outs, to reduce their number and even if they are dropping-out, how to cope with that situation, I would like to draw the hon. Members attention that I have already said that we have taken a number of steps to see that there are no drop-outs, number one, because, to presuppose that we have to contend with drop-outs would be a wrong way to go about the whole thing. Therefore, these steps have been taken for creating more facilities, improving the existing primary and upper primary schools and making it free. At the same time where drop-outs do occur, we have to see that they still remain within the educational fold and for that the non-formal educational scheme has been initiated and they are getting a very good response because many of the NGOs are also taking up this responsibility and that is how we can cope with this matter. So far as the value system is concerned..*(interruptions)*

SHRI TRILOKI NATH CHATURVEDI : What about the disabled and retarded children who, according to the Government policy, are also to be admitted into same school where the general boys are admitted ?

SHRI ARJUN SINGH : Well that is being done and that was not part of the first question. And is why I did not say anything on that.

SHRI TRILOKI NATH CHATURVEDI : But there are also disabled children and also disabled girls and retarded children. There are already so many atrocities committeed on women and why should the Minister commit another on girls ?

MR. CHAIRMAN : There are provisions for this, as far as I know. There ar well known provisions for the disabled also.

SHRI ARJUN SINGH : There are and there is also an integrated scheme. I could supply the hon. Member with specific projects and schemes in this regard. So far as the second part of the question is concerned, the value education, I think

t cannot be emphasised less. It has to be emphasised more and more that the content of educati on must conform to a certain value system and that value system has to be concomitant with the value sytem which the country has adopted for itself.. *(interruptions)*..

SHRI TRILOKI NATH CHATURVEDI : I am not interested in the content or the moral values in education. I am interested in the follow-up action of the announced policy of the Government in the last decade.

SHRI ARJUN SINGH : Sir, I can assure the hon. Member that many steps have been taken in the follow-up and I could inform him separately of the steps taken. I will be very grateful if the hon. Member could still enlighten me what could be done more in tha regard.

MR. CHAIRMAN : I th'nk this is a little outside the question, in fact. If you want to discuss, you could inform the hon. Member and he could discuss it with you or raise it as a separate question.

SHRI ARJUN SINGH : Well, whichever suits him.

Production of Sugarcane in Gujarat

*83. SHRI RAJUBHAI A. PARMAR : Will the Minister of AGRICULTURE be pleased to state :

(a) the production of sugarcane in the country during 1992-93, Statewise, especially in the State of Gujarat;

(b) whether Government propose to formulate any programme for providing more technical know-how to the farmers, especially of Gujarat State, to boost the production of sugarcane; and

(c) if so, the details thereof ?

THE MINISTER OF STATE IN THE MINISTRY OF AGRICULTURE (SHRI ARVIND NETAM) : (a) to (c) : A statement is laid on the table of the Sabha.

Statement

(a) The final estimates of production of sugarcane for 1992-93 have not yet become available from some of the producing States. However, as per the latest assessment, the likely production of sugarcane during 1992-93 in major growing States, including Gujarat, is as under :—

(in lakhs tonnes)

State	Production
Andhra Pradesh . . .	123.5
Bihar	60.3
Gujarat	108.7
Haryana	65.5
Karnataka	216.0
Maharashtra . . .	323.2
Orissa	45.0
Punjab	70.0
Tamil Nadu. . . .	240.3
Uttar Pradesh . . .	1054.0
Others . . .	73.5
All-India	2380.0

(b) and (c) The technical know-how for increasing the production of sugarcane is being provided by the Indian Council for Agricultural Research to the different States including Gujarat; Cane Development Departments and Agricultural Universities of respective State Governments ; and sugar mills through Sugarcane Development Fund.

The Government of India is also formulating a National Scheme on